

Elements of School Improvement Models

Turnaround Model	Transformation Model
Required Elements	Required Elements
Replace the principal and grant principal operational flexibility (staffing, calendars/time, and budgeting) to implement fully a comprehensive approach that improves student achievement outcomes and increases high school graduation rates.	Develop Teacher and Leader Effectiveness <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. grad rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and designed with school staff 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff
Using locally adopted competencies to measure the effectiveness of staff- screen existing staff and rehire no more than 50% select new staff	
Implement strategies such as financial incentives, increased opportunities for promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff	
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and designed with school staff	
Adopt a new governance structure which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability	
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	Increasing Learning Time and Creating Community-Oriented Schools <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time 2. Provide ongoing mechanisms for family and community engagement.
Promote the use of student data to inform and differentiate instruction.	
Establish schedules and implement strategies that provide increased learning time	Comprehensive Instructional Reform Strategies <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards 2. Promote the continuous use of student data to inform and differentiate instruction.
Provide appropriate social-emotional and community-oriented services and supports for students.	
	Provide Operational Flexibility and Sustained Support <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting) 2. Ensure that the school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.

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Permissible Elements	Permissible Elements
New school model (e.g., themed, dual language academy)	<p>Develop Teacher and Leader Effectiveness</p> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model 2. Institute a system for measuring changes in instructional practices resulting from professional development 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Any such strategies must be in addition to those that are required as part of this model. <p>Comprehensive Instructional Reform</p> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity 2. Implement a schoolwide "response-to-intervention" model 3. Provide additional supports to teachers and principals in order to implement strategies to support students with disabilities and limited English proficient students 4. Using technology-based supports 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs or freshman academies c) increasing graduation rates d) establishing early warning systems <p>Increasing Learning Time and Creating Community-Oriented Schools</p> <ol style="list-style-type: none"> 1. Partner with parents, faith and community- based organizations, health clinics, State or local agencies to create safe environments 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships 3. Implement approaches to improve school climate and discipline
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model	

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Permissible Elements	Permissible Elements - Continued
	4. Expand the school program to offer full-day kindergarten or pre-kindergarten
	Operational Flexibility and Sustained Support <ol style="list-style-type: none"> 1. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model	School Closure Model
Required Elements	Required Elements
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.	Close the school and enroll the students in other schools in the LEA that are higher achieving.
Must enroll within the grades it serves, any former student who wishes to attend.	

Restart Model
Permissible Elements
May implement any of the required or permissible activities of a turnaround model or a transformation model